Social Studies Lesson Plan

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| **Teacher:** Jessica Torres  **Day/Date:** 11/17/11 | |
| **Grade Level & Subject:**  6th grade Social Studies | |
| **Lesson and/or Unit Title:** Trade during Han Dynasty | |
| **Amount of Time:** One Class Period, 50 minutes | |
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| **Standard(s):** Content Standard: 1.0 Culture encompasses similarities and differences among people including their beliefs, knowledge, changes, values, and traditions. Students will explore these elements of society to develop an appreciation and respect for the variety of human cultures. 3.01 Understand the characteristics and uses of maps. 6.3.02 Know the location of places and geographic features, both physical and human. | |
| **Student Learning Objective(s):** The learner will understand the major trade route from China to Europe (The Silk Road) and be able to recite the imports to china and the exports from China that were traded on The Silk Road. The learner will understand the characteristics and use of maps. | |
| **Assessment For Learning (Summative Or Formative):** During the lesson we will be completing a graphic organizer on the route of the Silk Road and the trade in China. At the end of the lesson the teacher will take the graphic organizer up and check their work. The teacher will give the graphic organizer back to the students and let them know if any corrections need to be made. Formatively they will have a quiz on the material the next day. | |
| **Lesson Outcome(s):** The learner will develop an understanding of the Silk Road. The learner will develop an understanding of the trade in China. The learner will develop an understanding of a map and the geographic features. | |
| **Key/Essential Questions:** What was the major trade route from China to Europe? What are some of the exports from China? What are some of the imports to China? What physical characteristics do we see and use with a map? | |
| **Key/Academic Vocabulary:** Trade Route, Silk Road, Imports, and Exports. | |
| **Materials/Items Needed:** China Foldable, which has the trade graphic organizer in it. Social Studies textbook, pencil or pen. | |
| **Hook/Engage:** Before the lesson the students will look at the map and they will get the opportunity to label physical barriers that are on our map. | |
| **Activities:**  **Activity One**- The students will begin the lesson by continuing filling our their Chinese Culture foldable. We will feel out two parts of the foldable during this lesson. The first lesson will be the students finding a silk road route. The teacher will have the map on the projector and the students will first be asked to come up and label the physical barriers that the Chinese would encounter. The 4 main ones the teacher is looking for are the Himalayas, Plataea of Tibet, Taklamakan Desert, and the Gobi Desert. The teacher will ask for volunteers to come up and label these barriers. The teacher will help the students label exactly where these barriers are. Then, the teacher will take volunteers to come up and create a Silk Road, making sure to go around the barriers and go towards Europe and Rome. The teacher will have several students and several roads and we will discuss the route they make and the positives and negatives to each route. We will finish up the lesson by discussing how the terrain of the area affected the Silk Road. The students will complete their map in their foldable.  **Activity Two**- The teacher will take volunteers to read aloud sections of the book. As they read they will gain knowledge of the imports and exports. The students will fill this information in on their graphic organizer. We will discuss the diffusion of Buddhism from India to China along the Silk Road.  **Activity Three**- We will view the Discovery Education video and we will discuss the terrain of the area and the barriers along the Silk Road. Discuss why they thought it was worth it to go through this journey.  **Activity Four/Closure**- Hand out import and export signs to the students. The teacher will call out several things that were discussed and the students will quickly choose if it was an import or an export. | |
| **Real-Life Connection:** This lesson provides them an opportunity to learn about a different culture and to learn about how we had to live a long time ago. They make the connection that we all do not come from the same place and we have to think about other people’s lives and beliefs. | |
| **Differentiation Notes:** | **Technology Integration** |
| This activity is whole class and we will be cooperatively learning. The teacher will go at a pace that is appropriate with each class that is on different levels. Such as the inclusion class, regular, and honors class. The teacher will pause frequently and ask for any questions and concerns. We will feel out our graphic organizer as a class. | Highlight desired bullets; check all that apply   * Word Processing * Power Point * Internet Resources * Graphics/Charts * Internet Research * Web 2.0 Tool(s) * Interactive whiteboard * Other: |

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| **Teacher Strategies - Best Practices** (Highlight the row you wish to select; check all that apply)   * Student choice * Modeling reading strategies * Modeling writing strategies or the writing process * Cooperative learning * Reading aloud * Independent Reading * Writing before and after reading * Implementing pre, post, or during reading activities * Teaching metacognitive strategies/reading strategies * Hands-on learning/manipulatives utilized * Small group * Higher-ordering thinking skills * Real-world connections * Criteria charts created (student-driven; supports learning by defining and clarifying a task ) * Rubrics created (student-centered) * Mentor texts * Anchor charts (a reference tool that “anchors” new and ongoing learning to key concepts previously introduced) * Research/research materials * Evidence of assessment for learning (teacher modifies instruction based on students’ understanding) * Classroom/Literacy library * Writing workshop time * Teaching grammar and mechanics in context * Conferencing * Other (please explain) |